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American public schools are confronted with the necessity of teaching about prejudice and discrimination as facts of life, as conditions which prevent the full development of every person, and as problems which must be solved if democracy is to function here and be accepted around the world.

An outline on the subjects of prejudice and discrimination is provided for the teacher planning a unit in this area. Democratic principles and values, vocabulary words associated with prejudice and discrimination, causes of prejudice, the nature of prejudice, sources and forms of prejudice in children, the effect of prejudice on the individual, historical cases of discrimination, effects of discrimination, racial and religious bigotry, human relations agencies, and national historical documents are among the subjects mentioned as valuable in an effective unit of study.

In planning for the teaching of the above subjects, activities that should be considered as effective teaching techniques include teacher lectures, class discussions, films, records, TV and radio programs, committee work, panel discussions, reading of appropriate books and periodicals, field trips, creative writing, role-playing experiences, student interviews with adults in the community, talks by community resource persons, and assembly programs. These and other activities used in the unit should encourage pupils to develop a personal code of behavior, to make new friends across racial and ethnic group lines, to challenge stereotypes, to write letters praising TV and radio programs which promote good intergroup relations, and to refrain from telling or spreading stories which present unfavorable images of minority groups.

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PREJUDICE and DISCRIMINATION

by
Gertrude Noar

A *Resource Unit* FOR TEACHERS AND GROUP LEADERS

Office of Education-BEOP
Research and Materials Branch Bennett O. Stalvey

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Prejudice and Discrimination

BY GERTRUDE NOAR

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The American public school is of primary importance to the maintenance and improvement of democracy as a way of life. In it, children and youth learn the basic concepts, principles and values of democracy. There, as the result of experience and practice, they develop the attitudes for commitment to democracy and the skills needed for effective participation in politics and social living.

America is a nation of many kinds of people. People who differed in race, religion, national origins and social class played important roles in creating the traditions and in establishing the greatness of our nation. Yet, among the early settlers, and increasingly as waves of immigration compounded differences, negative attitudes and hatreds resulted in rejections, exclusions and denial of equality of rights. Now, the struggle for first class citizenship for Negroes and the problems of church-state relationships which are major social issues, reveal anew the deep-seated prejudices harbored by many people.

The school, therefore, is confronted with the necessity of teaching about prejudice and discrimination as facts of life, as conditions which prevent the full development of every person, as problems that must be solved, if democracy is to function here and be accepted around the world. Through learning experiences in the school, the youth of the land must be confronted with both the truths we hold to be self-evident and our failure to act accordingly with respect to minority groups. It is essential for students to know the meaning of the Bill of Rights and to be sufficiently

committed to that document, to live by it and to demand its implementation for all American citizens. Education must implant both firm belief in the democratic principles which the law protects and devotion to the democratic way of life.

This Resource Unit is designed to provide the teacher with a content outline on the subjects of prejudice and discrimination, the materials needed and the teaching-learning methods which can be used to accomplish both his purposes and the students' goals. The teacher must decide what specific aspects of the subject and which particular teaching-learning activities are practical and relevant to the questions which the pupils raise, the conditions which exist in the school and community, and the maturity level of the class.

Of the several possible approaches to a unit, the one most easily used is the discussion of a specific incident of scapegoating or discrimination which has occurred in the school or the community. However, in current events, a newspaper story, or a magazine article dealing with some aspect of prejudice or discrimination can also be used as a natural approach.

The basic objective of curriculum in intergroup relations is development of the kind of person who can live effectively in a democratic society. Essentially, he is one who understands the pluralistic nature of our society and who not only accepts but values human difference. Such a person knows that differences of race, religion, national origin and social class are not valid reasons for rejection. He also recognizes the right of every person to first-class citizenship and is willing to work actively toward elimination of irrational prejudice in himself and others and of discrimination in American life.

The most important content to include in such a unit will be that which is necessary to answer

questions raised by the students. The most effective learning activities will be those which involve the students across group lines in a search for facts from people, books, films, radio and TV.

Units of prejudice and discrimination are relevant to the study of current local, national and international events. They are mandatory in courses dealing with "Social Problems" or "Problems of Democracy." Literature units on big ideas such as "Brotherhood of Man" or the "Ideals and Traditions of Democracy" or "Man's Age-Long Struggle for Liberty" inevitably require the information and insights outlined in this unit. A study of mental health is incomplete unless the nature and effects of prejudice are included.

Many of the materials and resources which both teacher and students will need, such as publications, films and services, can be obtained from the national and regional offices of the Anti-Defamation League of B'nai B'rith whose aim is to promote education for democracy.

Content

Although it is brief and may therefore seem to be oversimplified, the following outline is designed to provide the teacher with an overview of the basic content in a unit on prejudice and discrimination. Once the unit has been fully planned with the students, the teacher will need to become more fully informed on those aspects of the subject which the students decide to explore. For this purpose, many references are supplied in the bibliography.

Prejudice and discrimination are serious social problems which confront our democratic society. Information about them, therefore, should be developed with reference to the structure and principles of democracy. Secondary school students need to be able to identify these principles, to express them in words and to become committed to them as guidelines in their personal and group living.

Principles and values

1. Basic to democracy is recognition and acceptance of the worth and integrity of every human being. (Fascism is based on the theory of superiority of some and the worthlessness of others. Communism regards the individual only as a tool of the state.)

2. In a democracy all who are to be affected have the right to share in policy-making. For example, "Taxation without representation is tyranny." (In authoritarian societies the people are never consulted. Policy decisions are made at the top and handed down.)

3. In a democracy every individual has the right to become something of his own choosing. (In totalitarian societies, the state decides how

much education individuals are to receive and for what occupations they are to be trained.)

4. Democracy is based upon the intelligent participation of all citizens. All are entitled to first-class citizenship. (In authoritarian societies there is an elite group which does the deciding and which issues orders that the people must obey.)

5. Personal preference and voluntary association are rights. These, however, cannot be used by individuals to deny to anyone else *his* rights and *his* "pursuit of happiness."

6. Human beings have many similarities and many differences; each one is unique and of value, both in spite of and because of differences. The value of human difference is demonstrated in the strength derived from the culturally pluralistic nature of our population.

Vocabulary

Words and terms which need to be defined, explained, spelled, recognized in reading materials and used in discussions and writing:

aggression	discrimination	nationality
attitude	ethnic origin	out-group
behavior	exclusion	prejudice
belief	frustration	propaganda
bias	ghetto	quota system
bigot	immigration	race
caste	in-group	rejection
civil liberties	integration	religion
civil rights	majority	scapegoating
class	minority	stereotype
desegregation	national origin	tolerance

Causes of prejudice

— Dislike of people because of difference from self in race, color, religion, creed, socio-economic class, nationality background, age, sex, political ideology.

— Guilt feelings which begin in childhood over such things as relationship with parents, misdeeds, lies, school failures, social inferiority.

— Fear which arises from feelings of inade-

quacy and insecurity and is connected with school failure and social situations.

— Ignorance of the facts of self, race, religions, the pluralistic nature of our society, the inaccuracy of stereotypes.

— Rumor which exaggerates and distorts the nature of people and events.

— Frustration which comes from lack of personal success and advancement and from excessive and unjust punishment.

— Patterns of thought and behavior which are condoned or supported by the family and/or the community. These include name-calling, stereotyping, scapegoating, rejection, exclusion, desecration of property and aggression against persons.

— Authoritarianism in the school, the community, the nation, which suppresses the individual and increases his fears and feelings of guilt.

— A traumatic (deeply harmful) experience.

The nature of prejudice

Prejudice is an unfounded, negative, overgeneralized judgment, formed without benefit of facts and usually accompanied by a feeling tone. It may be based upon a projection: an individual tends to attribute to others what he hates most in himself. It may or may not be based on actual experience.

The feeling tone includes scorn, dislike, fear, aversion. There may, however, be thoughts apart from feeling. It is not necessarily attended by a sense of moral outrage.

The ideas, feelings and values which are included in the complex called prejudice, constitute a negative and often hostile attitude. They are usually directed toward a person simply because he belongs to a group, and is therefore presumed to have the objectionable qualities ascribed to that group. Such a group of qualities and character-

istics form a *stereotype*. Most stereotypes include both negative and positive elements and usually are accompanied by an insulting name. A truly prejudiced person is often unwilling or unable to subject this stereotype and his prejudgment to reality testing. If he knows a particular individual who differs from the stereotype, he calls that person "an exception to the rule."

Prejudices vary in intensity. The words which indicate intensity are *preference, bias, dislike, hostility, hatred, bigotry.*

Sources and forms of prejudice in children

Prejudice is not instinctual. Children are not born with specific hatreds, but learn them as they grow up. They observe and hear how parents, teachers, other adults and peers behave and talk. If the child likes and admires those individuals, he wants to be like them and to do as they do.

Dislikes, biases, hostility and hatred show up in fantasy which may be the precursor to action. Much behavior which reveals prejudice is in the form of verbal aggressions, such as rumors, jokes, doggerel, accusations, teasing, threats and name-calling. Coercive action, scapegoating, exclusion, rejection and discrimination also are behaviors caused by prejudice.

The most frequent victims of prejudicial behavior are those who have highly visible differences, who cannot retaliate, who are weak because previous attack has undermined them, who are accessible (easily reached or at hand) or who personify a hated idea (e.g., Roosevelt personified progressivism).

Effect of prejudice on the individual

The person who harbors prejudices based upon differences of race, color, religion, creed, nationality backgrounds or social class, restricts his associates and thereby impoverishes his own life. His negative feelings, which may become as intense as hatreds, engender anger which, in turn, causes

feelings of guilt. Acute emotions of that kind may affect the person's physical well-being causing psychosomatic illnesses. The accompanying anxiety also can serve to block learning.

Minority group persons suffer from feelings of insecurity, guilt, frustration and anger as the result of the treatment they receive in our society. In many such children, learning is blocked, their aspirations are killed and they are unable to develop their potentialities. Many drop out of school. Moreover, those who do continue their education are often unable to find suitable employment; they suffer from despair and become apathetic, unproductive, and possibly dependent.

Minority groups suffer from discrimination in housing, employment, education, and in the use of recreational facilities and public accommodations. Negroes and Jews especially, in some localities, are unable to buy or rent suitable houses or apartments. The sections of a community to which they are restricted are often spoken of as "ghettoes." When a minority group family succeeds in getting a house in a previously homogeneous neighborhood, violence may erupt unless community leaders help the residents to think through the problem and make plans to welcome the newcomers. Prejudiced people often move away from a neighborhood because they are told that "property values will go down." Much evidence exists to prove the fallacy of that rumor.

Discrimination

Minority group persons are refused employment in some communities and in some kinds of business and industry. When they are employed they often are refused advancement. When times are bad, they are often the first to lose their jobs. Negroes, Puerto Ricans and Mexican-Americans are often unable to find other than menial work at low pay. The average income of Negroes is

about half that of white families of similar social levels.

"The job market today shows a clear concern for the hiring of Negroes as a matter of policy. The fairly sudden opening of upper-level jobs to Negro candidates reflects the growing pressure for integration at all level of the economy and the increasingly effective measures taken by the Government." (Jane G. Perry, "The Job Outlook for Negro Youth." The Journal of Negro Education, Spring 1964.)

The youths of minority groups still find themselves educationally blocked, some more so than others. Although there has been great progress in eliminating *race* and *religion* from college application blanks, and photographs are often no longer required, the numbers of Jews and Negroes admitted to some colleges and universities are limited. "Quotas," though enlarged, probably are still used. Much progress has also been made in eliminating restrictions on admission of minority groups to college sororities and fraternities.

In 1954 the Supreme Court decided that segregation in education is unconstitutional and that it harms the individual child. All communities were ordered to desegregate their public schools. Progress in enforcing the law has been slow. Many states have refused to act without further court action. In some places, when the first schools were desegregated, violence erupted. In other communities, where public officials were firm, law and order were maintained. Segregated schools exist in the North as well as the South. There the term "de facto" is used, and segregated housing is part of the cause. But efforts are being made all over the country to eliminate discrimination in education at all levels.

In many communities, non-white people are excluded from the use of public parks, beaches,

swimming pools, bowling alleys, skating rinks, horseback riding facilities, golf and tennis clubs. Sit-ins, non-violent protest demonstrations are being used successfully to open such recreational facilities to all people. Much progress has been made in eliminating segregation in all kinds of vehicles and public transportation terminals.

Many hotels and restaurants in cities and towns and in summer resorts across the nation still exclude non-whites and Jews or restrict their numbers by establishing quotas. Sit-in protests are helping to open restaurants. The efforts of government and private human relations agencies are being successfully used to open hotels to all people.

All American citizens are entitled to vote in public elections. However, in many southern communities this right is denied to Negroes.

Effects of discrimination

Discrimination in any aspect of life deprives the individual of the human and civil rights which are granted to him by the Federal Constitution and the Bill of Rights. This affects his personal development and his social and civic effectiveness. It prevents many citizens from attaining a standard of living commensurate with their desires and abilities.

Discrimination results in economic loss to the locality, the state and the nation. The cost of discrimination is high.

Foreign relations are also affected by the practice of discrimination in America. The violence which has frequently accompanied school desegregation and the failure of non-whites to receive equal treatment in hotels, restaurants and transportation facilities are told in large headlines in the Asian and African press. The uncommitted peoples find it hard to believe in the principles

and values of democracy when we fail to implement them in the United States.

Racial and religious bigotry

Bigotry has led to the formation of "hate groups." These are usually organized by one person or a small group who find the enrollment of members and the sale of their publications to be profitable. Possibly the most notorious group is the Ku Klux Klan (KKK), organized to persecute Negroes, Jews and Catholics. In some places, the KKK is outlawed and now members are not permitted to conceal their identities behind masks. There are a number of anti-Semitic groups in the nation which print and distribute obscene literature blaming the Jews for all the country's ills. Anti-Catholicism, while not so well-organized, flared up during the 1960 election.

Corrective measures

Education is required if we are to eliminate the dangers to our society which come from prejudice and discrimination. The relevant principles, values and facts must be added to pre-service and in-service teacher education and to many elementary and secondary school courses. Integrated schools in which all children experience equality of status and in which they learn to like and respect each other, must be established.

The mass media are increasingly devoting time and space to various aspects of intergroup relations. Newspaper and magazine pictures, articles, editorials and news reports tell of relevant events, problems and issues. TV and radio programs feature speakers, panel discussions and interviews with educational, political, social and civic leaders. Plays and movies on TV, the commercial screen and on Broadway portray the human relations problems which grow out of racial and religious prejudice and discrimination.

Public meetings are being held frequently and in many places to present the problems to the

people and to give them opportunities for discussion.

Intergroup activities are increasingly popular. These include exchange of pulpits by religious leaders, sharing holiday celebrations across group lines, inter-church visits, interracial educational activities and interracial community activities.

Many public and private human relations agencies are supported by local and state governments or by voluntary contributions. Among these are:

United Nations
Anti-Defamation League of B'nai B'rith
American Friends Service Committee
American Jewish Committee
National Conference of Christians and Jews
Catholic Interracial Council
CORE
Urban League
National Council of Churches
National Association for the Advancement of Colored People
University Human Relations Centers
United Nations Educational, Scientific and Cultural Organization (UNESCO)

Legislation has proven to be an extremely effective means of eliminating discrimination. The Federal Bill of Rights and the amendments to the Federal Constitution are the bases for city, state and national laws. After laws are passed, enforcement agencies are required. Extensive civil rights legislation was enacted in 1964.

The most commonly used legislation and commissions are known as FEP (Fair Employment Practice). Others are laws on "Public Accommodation and Facilities." Supreme Court decisions on segregation and religion in public education are very important.

Documents

Copies of the national historical documents which establish and clarify civil rights should be available for study by the students. Among them are:

Declaration of Independence
Constitution of the United States
Emancipation Proclamation
Gettysburg Address
The Atlantic Charter
Supreme Court decisions on segregation and on religion in public schools
Existing and proposed anti-discrimination legislation in the state
National Civil Rights Laws

ities. These may be delegated to or shared with pupils of high ability.

— The teacher makes sure that group leaders are selected without reference to race, religion, ethnic origin or social class. He must train and may be called upon to assist committee chairmen, reporters and recorders. All sub-groups (committees) are likely to require teacher help in planning, pooling, preparing reports and evaluating their progress and products. Discussion group and committee roles may need to be demonstrated by the teacher.

— Individuals require help from the teacher.

— Plans made by committees for trips, speakers and the use of consultants must be reviewed by the teacher who will need to assist the class in carrying on such activities.

— The teacher explains the need for keeping records of personal work, committee reports, learning activities and factual material. He helps pupils to set up their unit-record books and, from time to time, checks on them.

— Completion of homework assignments and drill exercises need to be checked by the teacher.

— The teacher makes suggestions for creative writing (skits, plays, descriptions, poems, open-end questions), establishes minimum requirements and indicates time schedules for their completion.

— When he identifies the need for instruction and drill, the teacher tells, shows, demonstrates, directs, reads to and with the students, and in other ways teaches whatever is required in spelling, grammar, methods of study, outlining, ways of mobilizing facts from many sources (research) and reading. His aim is always to help pupils to succeed.

— The teacher acts as a source of ideas and inspiration, helping pupils to make collections and

display them, design illustrations and murals, produce dramatic presentations, and make varied and interesting reports.

— As he requires information about what pupils think and say and the direction of change in their attitudes and behavior, the teacher devises, administers and analyzes short and long essay and objective tests, inventories of social attitudes and opinion polls.

— The teacher sets up role-playing experiences to help pupils to understand human motivations and behavior and to develop empathy.

— The various parts of the unit will need to be integrated by the teacher who must make sure that meanings are understood and fundamental concepts and principles are established.

— At the close of the unit, the teacher helps the class to evaluate it in terms of their goals. He also evaluates his own methods and procedures and the outcome in terms of his goals. He adds this to the daily record he has kept and files it for reference.

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Learning Activities

In unit-teaching, responsibility for learning is placed upon the pupils. Their activities in and out of the classroom are envisioned by the teacher when he analyzes for himself his teaching activities. Although the following pupil activities are itemized, several of them may go on simultaneously because all pupils do not do the same thing at the same time. Moreover, a number of them will probably be included in the plans for any one classroom period.

A sequential order of pupil activities is not to be inferred from the following list.

For all pupils

— Participation in pupil-teacher planning:

1. discussion of and making decisions with respect to the choice of subject to be studied
2. setting up goals to be achieved by the group and the individual
3. determining content — what information will be needed to answer the questions raised and the problems encountered
4. determining the learning experiences required
5. allocating and accepting responsibilities
6. taking part in sub-group (committee) work.

— Evaluating self, the group, leadership, processes used and products of both committee and class work.

— Reading, both to gather facts and for enjoyment. The quality and difficulty of the materials read will depend upon individual abilities. The materials to be read will in-

clude text, dictionaries, reference and literature books, magazines, pamphlets and newspapers.

— Recording in unit-record books, individual work, factual material from committee reports, speakers listened to, films seen, radio and television programs.

— Writing may be only a few sentences for some pupils but more extensive and creative for others. Writing should be done on open-end questions such as "People I like" (or do not like), "Why I feel inferior (superior) to others in the class," "What makes me happy" (unhappy), "The kind of person I would like to be." The understanding should always be that these will not be read to the class. They will provide the teacher with much information about his students' attitudes and problems.

— Learning to spell and use new words.

— Seeing and discussing films and TV programs, listening to speakers, radio programs and recordings provided by either the teacher or committees for the entire class.

— Participating in preparation of questions for speakers.

— Taking part in dramatics and role-playing.

— Interviewing adults in the family and neighborhood about problems of discrimination in employment and social class.

— Taking trips planned by the teacher and committees for the entire class. These should include visits to housing developments, slum areas, various kinds of religious institutions and community centers, the center of government for the locality, art and historical museums.

— Participating in general discussions on such subjects as the propaganda techniques used by hate groups, when and how children learn to dislike people different from themselves, the value of human differences in our society, the implications of the Bill of Rights for everyone, the meaning of cultural pluralism, the responsibility of the individual for the maintenance and improvement of democracy.

For some pupils

* — Writing dramatic skits, poems, original stories.

* — Leadership of sub-groups.

* — Recording class and committee activities (secretary).

— Reporting individual and committee work.

— Art work — illustrations, murals, posters, charts.

— Clipping news items, articles and pictures from magazines and newspapers.

— Filing materials for use by all committees.

— Collecting, classifying, organizing and displaying: pictures, pamphlets, charts, items of interest about culture groups, relevant editorials, news stories and cartoons.

— Securing films, projects and other equipment and making all necessary arrangements for viewing films, seeing television programs, listening to recordings and radio programs.

* — Writing letters of invitation and thanks to speakers, consultants and resource persons who may be secured to help the class with such subjects as intergroup relations in the community, discrimination in housing, em-

* Recommended for high ability pupils.

ployment, the use of public facilities, and education in the community and the nation, the effect of prejudice in the United States on international relations, the nature and genesis of prejudice.

— Making telephone calls in connection with plans for speakers, interviews and trips.

— Collecting and analyzing resort hotel advertisements, real estate ads, employment ads to discover devices used to indicate discriminatory practices.

— Visiting the offices of human relations agencies to secure material and information. Among them are the National Conference of Christians and Jews, the Anti-Defamation League of B'nai B'rith, the Urban League, the Mayor's Committee on Human Relations, Foreign Policy Association, United Nations Council.

— Interviewing civic and social leaders, educators and visitors to the school.

* — Conducting and participating in panel discussions.

* — Administering and analyzing opinion polls in the school. These may include items of social distance such as: "I would like (dislike, not sure I want) having as a guest in my house a Negro, a Jew, a Catholic, a Japanese."

* — Reading and analyzing historical documents, court decisions, and laws relating to civil rights.

Culminating activities

— Prepare assembly programs for special events.

— Conduct panel discussions in assembly and/or at PTA and community meetings.

* Recommended for high ability pupils.

— Prepare and present appropriate dramatization to report the unit to the entire student body.

— Present accumulated materials to library.

— Write supplementary materials on the history of one or another minority group.

— Organize a social action project; for example, to secure use of a public facility for all the pupils in the school.

— Work with student council on a project to survey intergroup tensions and to develop a Human Relations Program for the school.

Action outcomes

Learning is evident in behavior. Among the things pupils should be encouraged to do are:

1. Develop a personal code.
2. Make a new friend across group lines.
3. Write letters praising TV and radio programs which promote good intergroup relations.
4. Challenge stereotypes when they hear them.
5. Discourage and never tell stories which present unfavorable images of minority groups.
6. Examine the students' text books to uncover stereotyping, bias and omission of the roles played by minority groups in American history and contemporary life.

Bibliography

Grades 1-8

Books:

"We Are All Americans," Bettye Wilson, ADL,* 1959. $2.50.
Illustrated book that teaches children the values of diversity. (Grades 1-2) Teacher guide.

"A Land Full of Freedom," Sunny Eskie. ADL, 1962. Hard cover $3.00. Soft cover $1.50.
Text and illustrations combine to teach the child the basic elements of American freedom and democracy. (Grades 2-3) Teacher guide.

"Vegetables and People," ADL, 1962. 15¢.
Simple analysis of sources of prejudice with an easy to use diagnostic questionnaire.

"All About Us," Eva Knox, N.Y.: Capitol Publishing Co., 1947.
Story of how people over the centuries changed in skin color, custom and language. (Grades 5-8)

"Red Man, White Man, African Chief," Marguerite Rush Lerner. Minneapolis: Medical Books for Children, 1961. $2.75. Available from ADL.
Winner of the 1961 Brotherhood Award, this book explains skin pigmentation to children in simple, everyday language and in relation to objects familiar to any child. (Grades 5-8)

Pamphlets:

"The Rabbit Brothers," Robert Kraus. ADL, 25¢.
Humorous cartoon pamphlet that tells the story of twin rabbits — one dislikes other rabbits who are different, while the other tries to find some good in all rabbits. Teacher guide. (Elem. and Jr. H.)

***Films:*

"The Toymaker." 15 min., color. ADL.
Two hand puppets are friends until they discover they are "different."

Junior High School

Books:

"Bill and His Neighbors," Lois J. Fisher. Boston: Houghton Mifflin Co., 1950.
A boy's view of racial and religious prejudices and the problems they create in junior high school.

"Little Stories," Gladys Baker Bond. ADL, 1964. 75¢.
A book of seven short stories providing children with vicarious experiences in solving problems of human relations. (Grades 5-6) Teacher guide.

"Hand in Hand," N.Y.: Whittlesey House, 1961.
Based on the prize-winning motion picture, this is the

deeply moving story of two children who challenge the barriers society has set up between their faiths.

Pamphlets:

"Prejudiced—How Do People Get That Way?" William Van Til. ADL, 1964. 25¢.
Explains why people become prejudiced, and what can be done about it. Teacher guide. (Useful in Sr. H.)

"What We Know About 'Race'," Ashley Montagu. ADL, 1964. 50¢.
Definitive presentation of scientific knowledge about races of mankind. Teacher guide. (Useful in Sr. H.)

Plays:

"Mission Accomplished," Gladys Baker Bond. ADL, 10¢.
Depicts harmful social effects of anti-Semitic prejudice.

"The Devil and the Dream," Joseph Julian. ADL, 15¢.
How the devil tries to inject the seeds of prejudice into the minds of teenagers, but is thwarted by the spirit of American freedom.

Films:

"Heritage." 10 min. ADL.
An animated color cartoon on human rights, moral values, and the relationship between rights and responsibilities.

"Propaganda Techniques." 10 min., Coronet Films, Chicago, Ill.
Informative approach to propaganda and its detection. Also good for senior high school. Explains techniques and gives examples.

Filmstrip:

"Rumor Clinic." 35mm., silent, ADL.
With audience participation, shows how rumors develop.

Senior High School

Books:

"Probing Our Prejudices," Hortense Powdermaker. N.Y.: Harper & Bros., 1944.
Explores the nature, origin and effect of emotionally based prejudices. Helps high school students become aware of their own prejudices, and suggests school activities.

"Forbidden Neighbors," Charles Abrams. N.Y.: Harper & Bros., 1955.
Study of prejudice in housing.

"Fraternities Without Brotherhood," Alfred M. Lee. Boston: Beacon Press, 1955.
Study of prejudice on the American campus.

"The Girl from Puerto Rico," Hila Colman, N.Y.: William Morrow and Company, 1961.
The trials of a family newly arrived from Puerto Rico.

"Quiet Boy," Lela and Rufus Waltrip. N.Y.: Longmans, Green and Co., 1961.
Tale of a Navajo boy torn between the world of the white man and the Indian.

"The Profile of Communism: A Fact-by-Fact Primer." Moshe Decter, ed. N.Y.: Collier Books, rev. ed. 1961. 95¢. Available from ADL.

Analyzes Communist program, strategy, inconsistencies, in question and answer form.

Pamphlets:

"Sense and Nonsense About Race," Ethel Alpenfels. N.Y.: Friendship Press, 75¢.

The concept of race and racial problems in simple anthropological terms.

"Danger in Discord," Oscar and Mary Handlin. ADL, 25¢.

Origins and history of anti-Semitism in the United States.

"ABC's of Scapegoating," Gordon Allport. ADL, 25¢.

Popular study of the psychological mechanism behind scapegoating.

"Civil Rights and Minorities," Paul Hartman. ADL, 1962. 50¢.

Report of survey of the status of civil rights in the 50 states as revealed through an analysis of state laws. Includes an addendum of data up-to-date as of 1964.

"How Do You Talk About People?" Irving J. Lee. ADL, 25¢.

A discussion of semantics and prejudice.

"Racial Equality and the Law," Monroe Berger. UNESCO*.

The effects of anti-discrimination legislation on prejudiced attitudes and practices.

"A Living Bill of Rights," William O. Douglas. ADL, 1963. 50¢.

Shows how the Bill of Rights protects the American citizen.

"Merit Employment — Why and How." AFSC.*

A survey of the progress made toward job equality.

Films:

"Picture in Your Mind." 16 min., color, ADL.

Traces the roots of prejudice, and how and why man continues to have prejudices and fears.

"To Live Together." 30 min., ADL.

Tells about the experiences and difficulties encountered by a group of children at an interracial summer camp.

"Boundary Lines." 10 min., color, ADL.

Cartoon treatment illustrates the harmful effects of the artificial barriers man erects.

"The High Wall." 32 min., ADL.

The case study of a bigot, and how he got that way.

"Make Way For Youth." 22 min., ADL.

How teenagers shelved racial prejudice in favor of cooperative recreational and civic projects.

"Which Way For Human Rights." 7½ min., ADL.

One of "The Challenge" series of discussion films emphasizing that violation of human rights anywhere concerns everyone.

"The Chosen People." 30 min., ADL.

One of a series on prejudice sponsored by the National Council of Catholic Men, this film is a sensitive discussion of the problem of anti-Semitism.

"To Find A Home." 28 min., ADL.

A Negro family tries to rent an apartment in a Northern city and meets with rejection. One manager who has a policy of equal opportunity does rent to another Negro.

Teacher Reference

Books:

"Some of My Best Friends . . . ," Benjamin R. Epstein, Arnold Forster. N.Y.: Farrar, Straus & Cudahy, Inc., 1962. $1.95. Available from ADL.

Tells how discrimination operates in the fields of education, employment, housing and many aspects of American social life.

"They and We," Peter Rose. N.Y.: Random House, 1964. $1.95. Available from ADL.

Discussion of ethnic and race relations in the United States.

"The Nature of Prejudice," Gordon Allport, Cambridge: Addison-Wesley Press, 1954. N.Y.: Anchor Books, 1958.

Discussion of the legal, social, and economic aspects of group prejudice with special emphasis on the deeper psychological causes of hatred and conflict.

"Race Awareness in Young Children," Mary E. Goodman. N.Y.: Collier Books, 1964. $1.50. Available from ADL.

A study of nursery school children — what they think and feel about race and how they learned it.

"Anti-Semitism: A Case Study in Prejudice and Discrimination," Milton Yinger. ADL, 1964. $1.25.

An analysis and history of anti-Semitism, as a classic example of prejudice..

"Reading Ladders For Human Relations," Muriel Crosby, ed. Washington, D.C.: American Council on Education, 4th ed. 1964.

Bibliography arranged according to interest areas.

"The Junior High School — Today and Tomorrow," Gertrude Noar. Englewood, N.J.: Prentice-Hall, Sec. Ed., 1961. $6.75. Available from ADL.

Teaching and organizing procedures for the development of a junior high school curriculum based on meeting the needs of early adolescents.

"Teaching and Learning the Democratic Way," Gertrude Noar. Englewood, N. J.: Prentice-Hall, Inc., 1963. $4.50. Available from ADL.

Methods and techniques of unit teaching, using the human relations approach to content and learning activities. Basic principles and concepts teachers need; several resource units.

Pamphlets:

"The Roots of Prejudice," Arnold Rose. UNESCO.
Surveys some of the main factors producing prejudice.

"Prejudice and Society," Earl Raab and Seymour M. Lipset, ADL. 35¢.
Social climate and practices in a community influence individual behavior. Negative attitudes, however, can be changed.

"A Primer for Parents," Mary Ellen Goodman. ADL. 40¢.
Hatred and prejudice are often "caught" by young children from their parents and other adults they admire. To protect the child's personality, parents must become aware of their own attitudes and learn how to change them.

"Information Is Not Enough," Gertrude Noar. ADL, 25¢.
Indicates that the student needs more than facts about races and nationalities to help him overcome prejudice.

"Books For Friendship." ADL and AFSC, 50¢.
Annotated list of books graded from kindergarten to upper junior high, which attempt to "depict fairly, accurately, and sympathetically people of all religious, racial, regional, national, and economic groups."

"Epitaph for Jim Crow," Thomas Pettigrew. ADL, 1964. 75¢.
Analysis of problems of prejudice and discrimination against Negroes.

"Patterns of Minority Relations," Raymond W. Mack and Troy S. Duster. ADL, 1964. 65¢
Brief, penetrating analysis of minority relationships in American society.

* ADL —Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., N.Y.C.
NCCJ —National Conference of Christians and Jews, 43 West 57th St. N.Y.C.
AFSC —American Friends Service Committee, 160 North 15th St., Phila. 2, Penna.
UNESCO—152 West 42nd St., N.Y.C.

** All films listed in this bibliography are 16 mm. Available by rental or purchase.